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ABSTRACT

Books, ERIC documents, and journal articles pertaining to professional continuing education are abstracted to provide resources for the planning of continuing education in librarianship. The listing is divided into three sections: some recent studies and bibliographies on continuing education in other professions, a selective list of materials pertaining to state and national planning, and materials of value in planning a statewide workshop on continuing education in librarianship. (SL)

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# A SELECTED BIBLIOGRAPHY ON CONTINUING EDUCATION 1965 TO DATE

Prepared for the Illinois Library Association

May, 1973

Prepared by:

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# BIBLIOGRAPHY ON CONTINUING EDUCATION

## SECTION I

### Continuing Education in the Professions Other Than Library Science: Some Recent Studies

These readings present some typical samples from a number of professions, but in no way present a complete coverage of the large amount of literature available. Further annotated bibliographies are cited.

Adams, Hobart Warren. In-service Training and Development Programs for Accountants in Business and Industry. D.B.A. Thesis. Bloomington, University of Indiana, 1967. 313p. ED 026 613
Available from University Microfilms
300 N. Zeeb Road
Ann Arbor, Michigan 48106
order no. 67-11, 682 MF $4.05
xerography $14.20

A survey was made of inservice training and development for accountants in fifty-three selected business firms varying in products, sales volume, and employees. Program philosophy and objectives, qualifications and selection of trainees and instructors, and evaluation procedures were examined. The major weaknesses of inservice programs lay in training philosophy and evaluative procedures.

Agenda for Comparative Studies in Adult Education: Report from the International Expert Meeting, 1972. Occasional Papers no. 29. Syracuse University, Publications in Continuing Education, 1972. 77p.

Thirty-five of the leading figures in adult education from fifteen countries report and analyze international comparative studies of adult education. A full report will soon be published.

American Institute of Certified Public Accountants. Professional Development 1971. New York, American Institute of Certified Public Accountants, 1971

This institute plans in advance continuing education programs for one year and prints these in a booklet for all members. Basically it plans six types of programs using a wide assortment of educational methods: seminars, courses, workshops, lecture programs, training programs, individual study materials. State societies assume the responsibility of offering the programs throughout the nation.

Charters, Alexander N., ed. and Rivera, William M., ed. "International Seminar on Publications in Continuing Education." Papers presented at Third International Seminar on Adult Education. Report no. R-72, 1972. 124p. Syracuse University Press, Box 8, University Station, Syracuse, N.Y. 13210 ($3.00).

The seminar focuses on publications in the professional field of adult education. Some of the papers presented are: "Thoughts on Periodicals for Professionals" by Thomas Kelly; "Use of Publications by Adult Education Scholars" by Allen B. Knox; and, "Needs of the Users of Publications from the Practitioner's Point of View" by Olivia B. Stokes and Alice M. Leppert. None relate directly to the library profession.

Continuing Education for R and D Careers: An Exploratory Study of Employer-Sponsored and Self-Teaching Models of Continuing Education in Large Industrial and Federal Government Owned R & D Laboratories. Prepared for the National Science Foundation by Social Research, Inc., Chicago, 1969. ED 035 813.

In this comprehensive survey of the objectives and modes of continuing education, technological obsolescence in an individual is taken to mean a deficiency of knowledge such that he approaches problems with viewpoints, theories, and techniques less effective than others currently used in his field of specialization. One of the chief goals of the Committee was the planning of the academic curricula and structuring the employment situation in such ways that engineers are trained and prepared for, as well as permitted to engage in, a lifetime of continuing study as part of their normal careers.

Continuing Education in the Professions. Current Information sources no. 24. Syracuse, New York, ERIC Clearinghouse on Adult Education, Syracuse University, 1969. ED 033 250 HC $5.10.

A 225-item, annotated bibliography on professional continuing education in ten areas including library science.

Continuing Engineering Studies - A Report of the Joint Advisory Committee. New York, Engineer's Council for Professional Development, 1965.

The role of the Joint Committee is to study the overall situation in continuing engineering education, consider the respective roles of universities, societies, industries, and government in continuing education, and to make specific recommendations.

Corson, John J. and R. Shale Paul. Men Near the Top: Filling Key Posts in the Federal Service. Baltimore, Md., Johns Hopkins Press, 1966.

"The need is for the establishment of a career-long process that will utilize all means to equip the individual with the variety of competencies required at the top in the program field he has chosen." In regard to university training, Corson warns that it can provide stimulation for learning only if the university recognizes the individual's own need and does not force the individual into rigid programs reflecting the faculty's conception of the executive's needs, or into courses and seminars designed for the training of Ph.D. candidates in teaching and research.

Cory, N. Durward. Incentives Used in Motivating Professional Growth of Teachers. Minneapolis, University of Minnesota, 1969. 23p. ED 027 254

This publication is the product of a project designed to study problems of inservice teacher education and to assemble data on promising practices that might stimulate schools to develop vigorous programs of professional growth. Included are lists of sixty practices principals have found to be effective and sixty incentives listed by teachers as the most promising in their own school systems.

Deinum, Andries. Speaking for Myself; A Humanist Approach to Adult Education for a Technical Age. Center for the Study of Liberal Education for Adults, Boston University, 1966. 94p.

This work includes notes and essays on education for adults. Topics covered are: university extension and program development, the university and educational television, and continuing higher education--an essay in quotations.

Dill, William R.; Crowston, Wallace B. S.; and Elton, Edwin J. "Strategies for Self-Education." Harvard Business Review, 43(December 1965) pp.119-30.

The threat of personal obsolescence is a challenge at all levels. Management wants continuing education in skills and knowledge to directly contribute to the organization through higher sales and/or increased efficiency. For success with any of the strategies of self-education, several general rules apply: the effort, whether it involves reading or reflecting on experience, should be selective and focused, guided by an agenda on goals for learning; a learner must be willing to admit that education consists not just in acquiring new knowledge, skills, and attitudes, but also in giving up convictions and approaches to problems that may be inaccurate and outmoded. New knowledge, skills and attitudes are secure only when they have been integrated with those acquired earlier.

Doherty, Victor W. "The Carnegie Professional Growth Program: an Experiment in the In-Service Education of Teachers." Journal of Teacher Education, 18(Fall 1967) pp.261-268.

The Carnegie Professional Growth Program has resulted in the development of over 140 courses and workshops for teachers. Courses are closely tailored to the needs of specific teacher groups. Main achievements include a heightened interest in using objectives in instructional planning, observable professional growth of participants, and sharper focus on teacher needs.

Dryer, Bernard V., ed. "Lifetime Learning for Physicians: Principles, Practices, Proposals," Journal of Medical Education, 37(June 1962) pp.1-134.

This comprehensive "landmark" report emphasizes the necessity for cooperative, long-range planning by all concerned professional groups if lifetime professional education is to be

achieved within a profession. The study has three major parts: (1)Principles (based on assumptions); (2)Practices based on the criteria considered necessary for continuing education programs: excellence of content, personal satisfaction, freedom of choice, continuity, accessibility, and convenience; (3)Proposals for action. Eight health related national professional associations sponsored and jointly developed the study.

Essert, Paul L. and Spence, Ralph B. "Continuous Learning Through the Educative Community: an Exploration of the Family-Educational, the Sequential Unit, and the Complementary-Functional Systems." Adult Education Journal, 28:4(1968), pp.260-71.

The authors propose a definition of the educative community and identify three major component systems: the family system, the sequential unit system, which includes schools, colleges, and universities, and the complementary-functional system, which provides systematic learning not learned or inadequately learned in the other two systems. The paper analyzes the elements, resources, and needs of the educative community, discusses the implications for program learning and suggests some of the responsibilities of adult educators to the three systems.

Frasure, Kenneth J. "Your Leadership Development Program." Paper presented to the Annual Conference of the American Association of School Administrators, Atlantic City, New Jersey, February 1968. ED 021 330

Various approaches to in-service education for administrators are discussed and specific recommendations are made for improving programs of educational leadership development.

Glass, J. Conrad, Jr. "The Professional Churchman and Continuing Education." Adult Leadership, 20:10 (April 1972) pp.349-50.

There are two broad areas which lend themselves to the professional development of churchmen. To continually update churchmen within the disciplines of the church, the agencies best equipped to provide this type of training are the schools of religious education and seminaries, and the denominational boards and agencies. The second area is the broad field of study of the behavioral sciences. Churchmen need to know some of the key concepts political scientists are advocating in organization and administration; what the best thinkers and researchers in the field have to say about planning for social change.

Haire, Mason. "Managing Management Manpower: a Model for Human Resource Development." Business Horizons, 10(Winter 1967) pp.23-28.

While business often plans for capital expansion, product diversification, and increased market penetration, seldom do they plan for providing the increased managerial talent that the new ideas and future growth call for. Described is a system for manpower management that includes training for new job levels and evaluation of individual performance.

Heyman, Margaret M. Criteria and Guidelines for the Evaluation of In-service Training. Dept. of Health, Education and Welfare, Washington, D.C., Social and Rehabilitation Service, 1968. 35p.

Criteria and guidelines are suggested for evaluating the adequacy and effectiveness of in-service training programs for use in administrative review of staff development in state and local departments of public welfare. The content of orientation and training is touched upon, together with administrative and learning factors in the choice of training methods. Structural factors, type of change and learning, criteria from curriculum planning theory are also discussed.

Hospital Continuing Education Project. Training and Continuing Education: a Handbook for Health Care Institutions. Chicago, Hospital Research and Educational Trust, 1970.

This book describes techniques in the process of developing continuing education programs. The objective is to improve and expand education opportunities for hospital personnel through cooperation between hospitals, hospital associations, and universities.

Investment for Tomorrow; A Report of the Presidential Task Force on Career Advancement. Civil Service Commission, Washington, D.C., 1967. 75p. ED 041 199

The Presidential Task Force on Career Advancement reviewed post-entry training for Federal employees in professional, administrative, and technical occupations. Some agency training does not provide knowledge or develop skills needed by management before they are advanced to higher levels. Agencies differ widely in the extent and quality of training for specialists. The absence of developmental programs with the resultant loss of peak performance can cost more than training.

Jessup, F. W., ed. Lifelong Learning; A Symposium on Continuing Education. Headington Hill Hall, Oxford, England, Pergamon Press, 1969. 178p. ED 029 270

Consideration is given to the idea of lifelong learning and its implications for British institutions of formal education, professional continuing education in the U.S. and Britain, educational activities of voluntary associations, the education responsibility of the public authorities, and educational expenditures as a reflection of social and economic policy.

Kimberly-Clark Corporation. Research and Engineering. "Bank-Account" Policy for Continuing Education: Environment for Growth. Neenah, Wisconsin, Kimberly-Clark, 1968.

Example of an industry, which believes in the capacity and growth potential of the individual, offering a concrete systemized plan for providing time and money allowances for continuing education in the form of up-dating and refresher study and graduate and post-graduate fellowships.

Knezevich, Stephen J. The Development and Testing of a Model for a Nationally Based Vehicle Dedicated to the Continuing Professional Growth of School Administrators. Final Report. American Association of School Administrators, Washington, D.C., 1969. 137p. ED 030 194

The primary objectives of the study were to develop a model for a National Academy for School Executives to determine the receptivity of school administrators to such a program, and to determine the feasibility of implementing the model within the near future. It was decided that it is fiscally feasible to launch the short term seminars and clinics but more development is needed on the other levels; the probability of attendance by administrators at short term programs is primarily related to the program content, length of the program, and the fee charged.

Lynch, Patrick D., ed. and Blackstone, Peggy L., ed. Institutional Roles for In-Service Education of School Administrators. New Mexico University, Albuquerque, 1966. 146p. ED 027 597

This document is a compilation of papers read at a four-day conference attended by sixty participants throughout the U.S. Chapters include: (1)"In-service Education of School Administrators: Background, Present Status and Problems," by Robert B. Howsam; (2)"Psychological Processes in Influencing Change," by Stanley W. Caplan; and, (3)"The Development and Implementation of a Residence Executive Development Training Program."

McGlothlin, W. J. "Continuing Education in the Professions." Journal of Education for Librarianship, 13(Summer 1972) pp.3-16.

The author presents a capsule review of the concepts and practices used in continuing education by professions other than librarianship. Associations of every profession hold technical conferences, publish journals, make studies, and generally attempt to stimulate the professional growth of their members. An agency is conceived of as a "learning community" rather than merely as an "administrative community." As a final way of stimulating continuing education, some states have enacted statutes or regulations to require each member of the profession to undertake some kind of educational activity at stated levels, e.g., teachers, dentists.

Miller, Harry L. Teaching and Learning in Adult Education. New York, Macmillan Co., 1964. 340p.

This book is addressed to teachers and lay leaders as well as to administrators. Each of the chapters on small- and large-group formats are self-contained units. The text concentrates on the most widely useful core of methodological principles and does not pretend to be comprehensive.

National Institute of Mental Health. Annotated Bibliography on In-Service Training in Mental Health for Staff in Residential Institutions. 1968. 46p. ED 023 990

The annotated bibliography of periodical literature through August of 1967 pertains to in-service mental health training for personnel in residential institutions. It includes materials on training in mental hospitals, institutions for the mentally retarded, child care institutions, and nursing homes.

National Institute of Mental Health. An Annotated Bibliography on In-Service Training for Allied Professionals and Non-professionals in Community Mental Health. 1968. 64p.

Materials citing experiences of formal community health centers are included in this bibliography. Also included are references on in-service mental health training for professionals and nonprofessionals who work in community settings other than mental health centers.

Osinski, Franklin W.; Ohliger, John and McCarthy, Colleen. Toward Gog and Magog or?: A Critical Review of the Literature of Adult Group Discussion. Occasional Papers no. 30, Syracuse University, ERIC Clearinghouse on Adult Education, 1972. 82p.

A review is made of research on group discussion as used in adult education within the context of the nature of man and in relation to his ultimate end of self-realization. It considers factors involved in group discussion; its broad purposes, such as mutual education, affecting self-concept, and attitudes and interpersonal change; and approaches to it--the role of leadership, non-manipulative approaches, and human relations and sensitivity training. It then examines discussion in the service of institutions--parent education, religious education, education for aging, and public affairs discussion. It reviews discussion and the mass media--international uses, community education, and a recent scientific approach.

"Program for Beginning Teachers. An Individualized Approach to In-Service Education." An Application for Continuation Grant. Part II. Narrative. 1969. 32p. ED 036 458

During its first year of operation eighty first-year teachers from nine public and private elementary schools in the Wilmette suburban district participated in the in-service program in which the individualized program for each teacher was developed by the teacher and one or more staff members. There was a five-day summer workshop and one-half day per month demonstrations, consultation, etc., during the school year. Each participant was teamed with an experienced "helping teacher" who assisted in planning, observation, and self-evaluation.

Smith, L. L. "Mid-career Education for Urban Administrators." Prepared for the 1969 National Conference of the American Society for Public Administration, 1968. ED 029 219

A mid-career education of local city administrators is necessary to meet complex and changing urban needs. Presented is a proposed year-long program for government officials and key private citizens with comments on curriculum, instructional methods, participants and financing.

Stout, Ronald M., ed. Local Government In-service Training; An Annotated Bibliography. Albany, State University of New York, 1968. 88p. ED 028 332

The bibliography on in-service training is divided into four major categories: (1)Local Government Training in General, (2)Training Generalist Officials and Administrators, (3)Training Personnel in Functional Fields, and (4)Bibliographies.

Winter, Sara K.; Griffith, Jeffery C. and Kobb, David A. "Capacity for Self-Direction." Journal of Consulting and Clinical Psychology, Vol. 32; no. 1, pp.35-41.

A content analysis of self-description essays written by students who were subsequently successful (Number = 13) and unsuccessful (Number = 11) in attaining self-directed behavior-change goals revealed: (a)High-change subjects more frequently stated goals, with implicit recognition that the goal had not yet been attained; (b)low-change subjects frequently described themselves with little recognition of alternative possibilities; (c)low-change subjects showed more tentativeness and uncertainty about themselves. The results suggest that successful self-directed change is motivated by awareness of the cognitive dissonance created when an individual commits himself to a valued goal that he sees as different from his present behavior.

## SECTION II

Following is a selective list of materials which pertain to state and national planning. A committee responsible for the formation of a state plan will find the items in Section I and III also of value. The demarcation of entries into categories II and III is at best an arbitrary decision.

Adult Education Association of the U.S.A. Federal Support for Adult Education; A Directory of Programs and Services. Washington, D.C., Adult Education, 1966. 111p.

This volume describes briefly the chief agencies that support adult education programs in any significant way. Much of this information is dated and may be of little value because of changing priorities in government agencies.

American Association of Library Schools. Study Committee on the Role of the AALS in Continuing Library Education. Tentative Draft of a Position Paper. 1972. 38p.

The AALS makes recommendations for the implementation of a program for continuing library education both inside AALS and in cooperation with other relevant groups. The appendix lists the goals, criteria, and components of national planning for continuing education of librarians and provides a discussion of "What is continuing education?"

American Library Association. Association of State Library Agencies and Library Education Division. Interdivisional Committee on Education of State Library Personnel. "Education of State Library Personnel; A Report with Recommendations Relating to the Continuing Education of State Library Agency Professional Personnel." A.L.A., 1971. 62p.

A committee report looking at the continuing education needs of state library professional personnel. Most of the report can be applied equally well to all levels of library personnel in all types of libraries. The greatest immediate need is for the continuing education of consultants. The committee recommends an initial program for state library consultants which would provide the basis for a continuing education program for all state library professional personnel.

Continuing Education for Librarians. Library Education Division. American Library Association, 1971.

A directory of all those programs on formal continuing education as reported to the Library Education Division. This listing does not include the institutes in various areas of librarianship supported by the Office of Education under the Higher Education Act.

"Continuing Education Plan for Thirteen Western States." Library Journal, 93(April 15, 1968) p.1570.

An interstate master plan for continuing professional education of working librarians. Its aim is to integrate existing educational resources in the region as well as suggest new ones; advancement of the professional education of librarians regardless of assignment or type of library will be the intention.

Davis, Richard A. "Continuing Education: Formal and Informal." Special Libraries, 58(January 1967) pp.27-30.

Continuing education can be both formal and informal. In either case it can be haphazard or directed. Whether formal or informal, continuing education requires that the librarian have a goal in mind and a plan for achieving it. In arriving at the plan it is helpful to have an advisor. With a goal and a plan the librarian has to think about means. Those interested in continuing education for librarianship need to consider new and imaginative avenues, rather than depend on traditional, not always satisfactory techniques.

DeProspo, Ernest R.,Jr. "Contributions of the Political Scientist and Public Administrator to Library Administration." In: Administration and Change: Continuing Education in Library Administration. New Brunswick, New Jersey, Rutgers University Press, 1969. pp.29-38.

The library administrator lacks familiarity with the more recent findings and ideas in the field of administration because of lack of contact with other professions. The political scientist and the public administrator can be of great help. The authors suggest the following: (1)adapt the literature in the field which can be integrated into the library literature, (2)participate in continuing education for library administrators by bringing in those skills which library administrators have indicated they need to have in order to improve their ideas and skills; and improve library services through better planning.

Fenland, Patrick R. Leadership Development for Librarians. University of Pittsburgh, Pittsburgh, Pennsylvania, 1971. 112p. ED 054 840

The purpose of this manual is to provide a guide to the in-service training of librarians for community liaison through the group work process. The manual was developed for the supervisor participants in the Institute on Discovery Management for Supervisors of Library Branches Serving the Underprivileged and Emerging Communities.

Fry, R. M. "Commitment to Change." Missouri Library Association Quarterly, 30(March 1969) pp.58-64.

Following the premise that "there is nothing permanent except change," the author discusses some of the Federal programs of the mid-1960's that offered institutes and training programs for librarians.

Hiatt, Peter. "Continuing Education for Librarians in Indiana." Focus, 21(June 1967) pp.57-62.

The author lists informal and formal continuing education opportunities for librarians in Indiana.

Hiatt, Peter. "National Planning for Continuing Education." Library Trends, 20(July 1971) pp.169-183.

The author argues that it is necessary to coordinate, plan, stimulate, develop, and evaluate continuing education for library personnel, and that the responsibility for doing so should rest with the professional associations at the national level. This article briefly reviews the need for continuing education of all personnel working in libraries, discusses the elements which presently contribute to our "system" of continuing education for library personnel, and concludes with the reasons for the author's belief that a national program of continuing education is necessary. A description is given of a model for a national program.

Kaser, D. E. "Continuing Education in the Library Profession." In: Louisiana University, Baton Rouge, Libraries, Library Lectures: nos. 1-4. The Library, 1967. pp.1-9.

Self-education is necessary in combating the library profession's tendencies to provincialism, conservatism, insularism, and resistance to change. Very few libraries maintain diligent internal programs of staff development. Suggested are larger travel budgets to allow for attendance at conferences, workshops, and trips to other libraries.

Kortendick, James J. "Research Needs in the Field of Continuing Education for Librarians." In: Harold Borko, ed. A Study of the Needs for Research in Library and Information Science Education. Los Angeles, California, Institute of Library Research, University of California, 1970.

In addition to presenting eleven suggestions for research proposals in the area of library continuing education, this paper gives a brief historical review of continuing education research and an extensive bibliography in the area of continuing education covering material from many related disciplines.

Liveright, A. A., and Goldman, Freda H. Significant Developments in Continuing Higher Education. Occasional Paper, no. 12. Boston University, Center for the Study of Liberal Education for Adults, 1965. 28p.

Higher adult education is today (1965) in a period of rapid and significant growth. There is a consequent need for new kinds of programs to develop professional personnel and to assist educators in more effective program planning. This article looks at the present status of adult education and identifies some significant developments that have occurred, and the future possibilities they point to.

McJenkin, Virginia. "Continuing Education for School Librarians." ALA Bulletin, 61(March 1967) pp.272-275.

The rapid development of school libraries and the changing patterns of school library organization and service demand a review and evaluation of present programs of continuing education and also demand long-range plans for effectively serving the needs of various levels of school library personnel. Those responsible for providing continuing education opportunities are the state departments of education and local school systems, professional library associations, and library schools and other institutions offering courses. There is a notable increase in the areas for which continuing education experiences are being provided. Both formal and informal education programs are cited and a list of continuing needs for school librarians is given.

Monroe, Margaret E. "Variety in Continuing Education." ALA Bulletin, 61(March 1967) pp.275-278.

The first task of continuing education should be that of reducing the resistance to change. A statewide plan for continuing education for librarians will require attention to four aspects: foundation, remedial, emergency, and specialization of learning. If librarianship is viewed as professional group practice, then each librarian has a specific area in which he plans, carries out, and evaluates his program, for which he continuously perfects his professional capacity, and in which he makes his professional contribution.

"National Planning Urged for Continuing Education." Library Journal, 97(February 1, 1972) p.444+.

The American Library Association submitted its recommendations on The Education of State Library Personnel. Specific items are: an initial program to train one staff member from each state library agency in consulting skills and on participative laboratory methods of adult learning. These persons, after five days training by the Western Interstate Commission for Higher Education Program for Library Personnel, would then return to their agencies to act as coordinators of continuing education for state library personnel. Also recommended: a National Advisory and Action Committee for Continuing Education of State Library Personnel. This would meet twice a year and serve as the prototype for a similar body charged with overseeing all continuing education for librarianship.

Nattress, Le Roy Wm. Continuing Education for the Professions. Chicago, Natresources, Inc., 1970. 151p.

The fifteen articles herein presented cover the dimensions of continuing professional education, the involvement of associations, universities, and government. A model for continuing professional education as well as clinical criteria of instructional effectiveness are also included.

Proceedings of the Annual Seminar on Leadership in Continuing Education (11th Kellogg Center for Continuing Education, Michigan State University, April 8-11, 1968). 55p. ED 021 192

The proceedings underline the conviction that the final decades of the 20th century will make almost impossible demands on the wisdom, skill, and vision of educators and leaders in continuing education. Seminar papers discuss potential socioeconomic trends and influences in America, the problem of assessing the basic nature of contemporary change, and the issues of inequality, the nature of education, the role of university extension, and others.

Rees, Alan M. and others. Feasibility Study for Continuing Education of Medical Libraries. Interim Report. Case Western Reserve University, Cleveland, Ohio, Center for Documentation and Communication Research, 1968. 70p. ED 027 931

The objective of the research described in this report is to design, implement and evaluate educational offerings for hospital library personnel. Survey work is providing a data bank concerning the location, facilities, resources, functions, budget, services, and personnel of all hospital libraries in Ohio.

Rothstein, Samuel. "Nobody's Baby: a Brief Sermon on Continuing Professional Education." Library Journal, 90(May 15, 1965) pp.2226-2227.

While librarianship offers a variety of continuing education programs, the duplication of programming is evident and the coverage of subjects lacks depth. There is no pattern or progression in the subjects that are covered. Workshops do not build in any purposeful or continuing way on those that have come before. The national library association has the responsibility of improving continuing education.

Stevenson, Grace T. "Training for Growth--the Future for Librarians." ALA Bulletin, 61(March 1967) pp.278-286.

Emphasizes the need for continuing education beyond the MLS degree. Some of this will be on the university campus but also necessary are extension courses, workshops, and institutes. ALA, state library associations, and state libraries should all take some responsibility in this area.

Stone, Elizabeth W. "Continuing Education in Librarianship; Ideas for Action." American Libraries, 1(June 1970) pp.543-551.

A survey on continuing education for librarians brought 879 suggestions for action. Specific and general recommendations are made to administrators, to library associations, to library schools, to planners in the U. S. Office of Education, to statewide library planners, and to the individual librarian. The breadth of these recommendations illustrates clearly that the librarians sampled hold all of these relevant groups accountable for providing favorable conditions for their professional development. In their opinion, continuing education is a nationwide problem for which a cooperative nationwide plan based on the best thinking and planning of a national assembly of all relevant groups is the best solution.

Stone, Elizabeth W. "Summary of Responses to Data Sheet on Continuing Education as it Exists in Library Associations from Six Responding Library Associations: 1972." Available from the Library Research Center.

The summary consists of ninety-six categories covering a variety of topics on use of cable TV, a listing of the continuing educational objectives of the library associations, institutes or seminars offered or developed.

"Training of Branch Library Staff Los Angeles Public Library." Library Trends, 14(April 1966) pp.410-411.

An organizational chart is presented of the responsibilities of the supervisor or training agency in the in-service training and orientation for the professional and nonprofessional staff.

Vainstein, R. "What the Library Schools Can Do in the Training and Upgrading of Consultants." with discussion. In: Illinois. University, Urbana, Graduate School of Library Science. Changing Role of State Library Consultants. Illini Union Bookstore, 1968. pp.83-95.

There is a need for special education and continuing education for library consultants. In-service training of consultants on a regular on-going basis is nearly non-existent at most state libraries. Suggested is that some library school group isolate, define, and develop the particular consultant training program for which the state agency should then be responsible.

## SECTION III

Following is a selective list of materials which would be helpful in planning a state-wide workshop on continuing education in librarianship. The theories of continuing education are listed. The content of specific workshops is not given, but listings of conferences, workshops, and short courses are provided by the American Library Association.

Adams, S. "Operation Bootstrap: Medical Librarians and Continuing Education." Kentucky Library Association Bulletin, 32(April 1968) pp.4-11.

The abundance of programs for continuing education in librarianship reflects the splintering of the profession into myriad special interest groups. The lack of coherence, planning and progression represents the profession's failure to identify educational objectives of concern to the profession as a whole. Medical librarians share common goals with the medical, dental, and health professions for continuing education. The author, Deputy Director of the National Library of Medicine, then cites the work of the Medical Library Association in continuing education.

Allen, Lawrence A. Evaluation of the Community Librarians' Training Courses. Albany, New York State Library, 1966. 198p. ED 024 406

This study is designed to: (1)evaluate the Community Librarians' Training Courses which were conducted for five years in New York State to train persons without professional library training who were serving as librarians and (2)appraise the entire training program of the Library Extension Division in order to make recommendations and provide guidelines for future growth and development. A major conclusion of the evaluation is that the Library Extension Division has entered the training field with the initiation of the series for the community librarians but that it must extend this service to others in the field, including professional librarians.

Alvarez, Robert S.; Boaz, Martha; Duncan, Margaret; Kenney, Louis A. "Continuing Education for Librarians." California Librarian, 30(July 1969) pp.177-202.

The four articles stress the urgency of providing continuing education for the public, special, and academic librarian. Continuing education should get people to relate the things they hear and see at meetings to their own library situation, and make them feel that they can and should do something about these ideas. For the special librarian, it is recommended that he become conscious of the desirability of training in the principles of administration. Each librarian should consider each library function as a part of a whole. Systems analysis would provide the kind of analytical thinking needed to overcome a compartmentalized view of library work.

American Library Association. Library Education Division. "Continuing Education for Librarians: Conferences, Workshops, Short Courses, 1972." American Libraries, 2(December 1971) pp. 1217-19.
--Supplement, American Libraries, 3(February 1972) pp.179-81, (April 1972) pp.423-26, (June 1972) pp.662-64.

American Library Association. Library Education Division. "Continuing Education for Librarians: Conferences, Workshops, and Short Courses, 1971." ALA Library Education Division Newsletter, no. 75(December 1970) pp.13-19, no. 76(March 1971) pp.13-18, no. 77(June 1971) pp.15-19.

American Library Association. Library Education Division. "Continuing Education for Librarians: Conferences, Workshops, and Short Courses, 1970." ALA Library Education Division Newsletter, no. 72(March 1970) pp.14-26, no. 73(April 1970) pp.7-9, no. 74(September 1970) pp.13-14.

American Library Association. Library Education Division. "Continuing Education for Librarians: Conferences, Workshops, and Short Courses, 1968." American Library Association Library Education Division Newsletter, no. 67(November 1968) pp.23-33.

ALA Library Education Newsletter. (Various issues list the various continuing education opportunities available to librarians. Now appearing in American Libraries.)

Asheim, Lester E. "Education and Manpower for Librarianship: First Steps Toward a Statement of Policy." ALA Bulletin, 62(October 1968) pp.1096-1106.

One of the great problems facing the library schools is that no present curriculum can effectively deal with the real differences in preparation needed by different types of libraries and the different functions within them. Certain schools at the professional specialist level might well develop special strength in special fields and eliminate from their curricula fields which are the specialities of other schools. Concomitant with this would be in-service training as an important part of the preparation of both libraries and library assistants. Along with this would be provision of program elements which serve to make explicit the interrelationships among these roles--to the end of establishing a continuous and integrated program for all library personnel.

Association of American Library Schools. Continuing Library Education Study Committee. Summary Report, January, 1972, Annual Meeting. Journal of Education for Librarianship, 12(Spring 1972) pp.267-69.
--Comment by R.N. Case. Journal of Education for Librarianship, 12(Spring 1972) pp.269-72.

The summary report presents assumptions of the value of continuing education for librarians, objectives for implementation, and recommendations for implementation.

Bennett, H. H. "Continuing Education: a Survey of Staff Development Programs." School Libraries, 19(Spring 1970) pp.11-20.

The states have accepted responsibility for initiating in-service programs for school librarians. The one-day or the one-week regional workshop has been the mode for developing school library staff. Federal programs, the library school, professional associations, and the local education agency have also sponsored in-service training. At the local level, self-evaluation can be used as a pattern for improvement. Procedure manuals, checklists or surveys, and the newsletter can be instruments of self-evaluation. Closed circuit television used as a teaching tool and activities which center on developing standards are also methods of continuing professional growth. Three essentials for a successful staff development program are financial support, released time, and commendation or a tangible benefit.

Beacock, E. S. "View of Continuing Education of Librarians by an Employer." IPL() Quarterly, 14(October 1972) pp.66-70.

To date both employees and administrators have shown little interest in continuing education for librarians. Further, it appears that library schools and organizations have done little to provide the opportunities. Pressure must come from groups of librarians working together to push administrators to plan programs and to give librarians themselves, the courage to learn more and contribute more.

Boaz, M. T. "Continuing Education." Drexel Library Quarterly, 3(April 1967) pp.151-157.

The author describes the varying forms of continuing education, the types of programs offered by agencies--extension courses in library schools, NDEA institutes, etc. Research is needed in the following areas of continuing education for librarians: (1)the organizational structure including the types of programs offered, subjects covered, admission requirements, faculty competencies, costs and financing, time duration, levels at which offered, and credit given; (2)the purposes of the programs and the methods used to achieve objectives; (3)the tangible and intangible values derived for the individual and his institution; and (4)the effect of continuing education on society.

Borg, Walter R. The Minicourse: Rationale and Uses in the Inservice Education of Teachers. Office of Education, Washington, D.C., 1968. 28p. ED 024 647

This collection of materials reports the research and development of a series of in-service training short courses (about seventy-five minutes per day for fifteen days) designed to teach specific teacher behavior patterns with use of the microteaching technique, self-evaluation of video tape feedback, instructional films, and filmed illustrations by model teachers. The main document reviews the instructional model on which the courses are conducted, defines and discusses the advantages of microteaching, and describes the scope and future plans for the minicourse program.

Bracken, M. C. and Shilling, C. W. Survey of Practical Training in Information Science. George Washington University, 1968. 28p.
---Summary. American Documentation, 19(April 1968) pp.113-119.

This paper presents a survey of practical training being conducted in the United States. All the universities known by the authors to have programs to train information scientists and all the industrial organizations known or thought to have programs for this type of training are surveyed. No qualitative assessments are made by the authors. Rather, quantitative results of the survey are presented on various program characteristics.

Brodman, E. "Philosophy of Continuing Education." Medical Library Association Bulletin, 56(April 1968) pp.145-149.

Continuing education of librarians is important not only to the library but to society as a whole. Society needs librarians who continue to study all their lives in order to bring about new principles, techniques, and methods. Professional associations have a responsibility to aid librarians in their need for continuing education.

_____. "Why Continuing Education?" District of Columbia Libraries, 37(Fall 1966) pp.51-54.

The author gives a brief overview of the development of continuing education from colonial times. The author stresses the need for librarians to develop their critical faculties and keep abreast of the new machine methods in cataloging and audiovisual services.

Bundy, Mary Lee and Wasserman, Paul. "Professionalism Reconsidered." College and Research Libraries, 29(January 1968) pp.5-26.

The question of librarianship as a profession is considered here in terms of the three key relationships of a professional--client, organizational, and professional. Professional practice in this field is thus cast against accepted norms and standards of professional behavior. This critical assessment suggests that librarianship falls far short of the professional model. Major shifts in the nature of the services performed by librarians and in their bureaucratic relationships will be required if librarianship is to advance. The contributions of the professional associations and of library schools to the advancement of the process of professionalization is also analyzed. Progress in the field is viewed to be inextricably tied to the success or failure which librarianship achieves in its quest for true professional attainment.

Burgess, Paul. "Reasons for Adult Participation in Group Educational Activities." Adult Education, vol. 22, no. 1, pp.3-29.

Additional information on why adults participate in educational activities appears to be necessary if the field of adult education is to continue to improve educational offerings. The results here test the hypothesis that reasons chosen by men and women for participating in educational activities will factor into seven groups: the desire (1)to know, (2)to reach a personal goal, (3)to reach a social goal, (4)to reach a religious goal, (5)to escape, (6)to take part in an activity; and, (7)to comply with formal requirements.

Carlson, Robert A. Conceptual Learning: From Mollusks to Adult Education. Syracuse University. ERIC Clearinghouse on Adult Education, 1973. 33p.
Occasional Papers no.35.

This literature review proposes to offer the practitioner and student of adult education an overview of conceptual learning. It traces the movement's intellectual and political growth. It lists recent seminal studies in the field and presents a series of relatively non-technical interpretations of them. It pinpoints the small amount of literature thus far produced relating conceptual learning directly to adult education. Perhaps, most important of all, it suggests a number of philosophical implications behind conceptual learning.

"Conference on In-training of Library and Information Staff, 1970, Imperial College." [papers] Aslib Proceedings, 22(June 1970) pp.256-287.

These papers presented at a one-day conference cover the following topics: the practical problems and principles of in-service training; in-service training in the ASLIB Library and Information Department; co-operative schemes for in-service training; and others.

Damtoft, Finn. "Continuing Education: Our Baby." APLA Bulletin, 33(June 1969) pp.21-24.

Effective continuing education can be achieved. The individual librarian and the library administration work together with the latter as the driving force. The library administration must play a central role for two reasons: (1)there will be no staff interest in continuing education without the establishment of formal programs as a natural part of the work assignment and unless rewards for increased knowledge and competency are provided; and, (2)only the administration has

the financial and organizational resources to support such programs by granting money, guaranteeing time allowances, and providing laboratory facilities. The administration can encourage participation which will allow staff members to periodically review their knowledge of the existing system, to have a staff bulletin listing new programs, and, a monitoring system which would evaluate the validity of a program during the operating period.

DeProspo, Ernest R., Jr., and Huang, Theodore S. "Continuing Education for the Library Administrator: His Needs." Administration and Change: Continuing Education in Library Administration. New Brunswick, New Jersey, Rutgers University Press, 1969. pp.21-27.

The results of a questionnaire are summarized. Its purpose was to study possible programs of continuing education in administration for chief librarians. The three means most frequently checked by which librarians acquired new ideas and skills in administration are: (a)read books and articles, (b)attend workshops and institutes, and (c)consult experts. There is a substantial drop-off after these three selections. "Discussions with colleagues," "professional meetings," and "visits to other libraries" received fewer responses. This finding suggests that not many "new ideas" and "solutions" are passed out in these face-to-face relationships, or that there is a continual exchange of repeated ideas. In addition, the finding indicates that workshops, institutes, readings, etc., have not provided librarians with different ways of looking at their administrative problems.

DuBois, Edward. "Case for Employee Education." Management Bulletin, No. 160, New York, American Management Association, 1967.

Employee education implies that the person is internally motivated to learn; he takes the initiative to learn. In employee training, the content is important to the employer but may appear as a tedious job requirement to the employee. The author refers to psychological theories that management can utilize in continuing education for employees in business. The complete case for employee education thus includes reasons of public policy, of community relations, and of payback.

Duncan, Margaret. "Making the Special Librarian Special: The Case for Continuing Education." California Librarian, 30(July 1969) pp.191-198.

Library school fulfills the expertise needed in reference, cataloging, and the other techniques of library service; but continuing education is needed in the following areas: training in the principles of administration, systems analysis to consider each library function as a part of the whole, knowledge of the subjects which make his special library unique, and a thorough knowledge of the organization served by the library. The author then suggests ways in which these needs can be met through continuing education.

Gaver, Mary V. "The Educational Third Dimension: I. Continuing Education to Meet the Personalized Criteria of Librarians." Library Trends, 20(July 1971) pp.118-143.

The above is a report on the results of a questionnaire to examine the role of the individual professional librarian in a plan for continuing education--his motivation, his criteria for such a program, and his strategies for developing a course of life-long learning. Since the questionnaire was open ended, the responses are in essay form. The evidence seems to indicate that many librarians are participating in programs of external agencies, but that there is a very definite need for a more organized structure with the professional associations and the library schools sharing the major responsibility.

Goldstein, H. "Some Repetitious Points about In-service Training for Audiovisual Services." Illinois Libraries, 49(Fall 1967) pp.118-121.

The effective implementation of audiovisual resources by librarians depends upon effective in-service training. The scope of the program must cover materials, equipment, services, and evaluation. The second item of importance in the scope of the training program is exposure to materials--previews, programs, practice with ideas about how to use materials. It is important that in-service training in this field be concerned with devising new services, since mostly libraries have been supply agencies for audiovisual materials without much original design of services peculiar to the library.

Goodman, Steven E. National Directory of Adult and Continuing Education; A Guide to Programs, Materials, and Services. 1968. 285p.

The recent number of publications, materials, and programs developed in the field of education and training are overwhelming. The steady increase has made the task of locating appropriate instructional materials more difficult. This compilation is to be best utilized as a primary reference book for all persons attempting to locate specialized programs and materials. The numerous courses, seminars, and programs cited include those which are available to personnel in all geographic areas of the U.S. and some countries abroad. Libraries are included as are other institutions and agencies.

Harrison, K. C. "INTAMEL, International Meeting, Gothenburg, 1969: Staff Training in Large City Libraries." International Library Review, 1(October 1969) pp.475-478.

Staff training is essential because of the increasing complexity of services. Courses should be arranged for newly-qualified librarians joining the system and for older librarians in need of refresher courses. Needed are qualified and experienced instructors, the full cooperation of all the staff, and suitable accommodations and aids. Specific topics are outlined.

Houle, C. O. and Hiatt, P. "Continuing Education." Michigan Librarian, 37(Winter 1971) pp.21-22.

The nature of continuing education parallels the readiness to change. Readiness for change and interest in education for each professional involves four classes or types, (1)The innovators, (2)the pace setters, (3)the majority adapters, and (4)the laggards. Each type is explained. Mr. Hiatt concludes that the best approach to continuing education is through the library associations.

Houle, C. O. "Role of Continuing Education in Current Professional Development." ALA Bulletin, 61(March 1967) pp.259-267.

All professions recognize in their code of ethics or elsewhere that education is a lifelong obligation. The practicing professional needs (1)to keep up with the new knowledge related to his profession; (2)to establish his mastery of the new conceptions of his own profession; (3)to continue his

study of the basic disciplines which support his profession, (4)and he needs to grow as a person as well as a professional. The center of influence in continuing education are: the self-improvement of the individual himself, small voluntary groups who meet, the employing institution, the university professional schools, professional associations, governmental bureaus, independent publishers of professional books and journals, and specialized libraries.

Houle, Cyril O. "Role of Continuing Education in Current Professional Development." ALA Bulletin, 61(March 1967) pp.259-267.

Most professions clearly recognize that education is a life-long obligation. The practicing professional realizes the widening gap between available knowledge and its full utilization in practice and feels the need to keep up with the new knowledge related to his profession.

_____. "To Learn the Future." Medical Clinics of North America, 54(January 1970) pp.6-7.

Emphasizing the concept of interprofessional cooperation, Houle recommends that members of each profession should not act as though they alone had any need of continuing study and should drop the assumption that their processes are wholly unique.

Jesse, Wm. H. and Mitchell, Ann E. "Professional Staff Opportunities for Study and Research." College and Research Libraries, 29(March 1968) pp.87-100.

Members of the teaching faculty are expected to spend part of their working time in study and research. This paper exines the extent of comparable opportunities available to academic librarians, as revealed by questionnaires returned from fifty-two research libraries and fifteen college libraries. Among the opportunities considered are time released from ordinary schedules for course work and research, sabbatical and special leaves for these purposes, and financial assistance. The extent of staff participation in study and research activities are presented, culminating in the discussion of a desirable library policy in this area.

Johnstone, John W. C. and Rivera, R. J. Volunteers for Learning: A Study of the Educational Pursuits of American Adults. Chicago, Aldine Publishing Company, 1965.

The National Opinion Research Center at the University of Chicago sponsored the study which has four phases: (1) to provide a comprehensive overview of the numbers and characteristics of adults engaged in studies of various subjects, through various methods of study, and within various institutional contexts; (2) to examine the social and psychological factors which help explain whatever patterns of educational behavior were observed in step 1; (3) to focus on adult education for people between the ages of seventeen and twenty-four and (4) to determine the nature of facilities for adult education in "typical" urban centers and their impact on the residents.

Kemp, Florence B. Noncredit Activities in Institutions of Higher Education, 1967-68 Institutional Distribution. U.S. Government Printing Office, 1970. 25p.

One-half of the institutions of higher education in the U.S. offered noncredit continuing education activities in 1967-68. While the traditional methods of instruction retain importance in terms of number of institutions using them, the widespread use of the conference, institute and workshop methods stands out accounting for about 46% of the noncredit registrations.

Kenney, Louis A. "Continuing Education for Academic Librarians." California Librarian, 30 (July 1969) pp.199-202.

The author restricts the term "continuing education" to the participation of librarians holding the master's degree in library science to continue in formal academic course work. Continuing education courses offer about the only means whereby librarians already in the field may prepare themselves to deal with the communications explosion and the applications of computer technology in the university library.

Klempner, I. M. "Information Centers and Continuing Education for Librarianship." Special Libraries, 59 (November 1968) pp.729-732.

Two currently emerging information needs are those for in-depth information which frequently necessitates detailed subject analysis and combinatory-type information retrieval, and the need for critically-evaluated and synthesized information. It is postulated that when the need for particular services

arises within our society, society either obtains such services from existing institutions or creates new institutions to fulfill desired needs. To satisfy the need for critically evaluated and synthesized information, traditionally fulfilled on a part-time basis by professionals within the respective subject disciplines, society created and funded the information center. To satisfy the demand for in-depth information service, a natural yet unfulfilled extension of library service, society funded and also allocated this task to the information center. The lack of continuing education for librarians is considered to be a major factor contributing to the inability of librarians, even special librarians, to satisfy the newly emerging user demand for in-depth information.

Knox, Alan B. "Continuing Professional Education." 1972. 15p.

This paper is presented as part of a course at the Univeristy of Illinois on continuing education. This general article covers many aspects of the topic--the need, scope, settings, planning and conducting continuing education for professionals.

Kortendick, James J. "Continuing Education and Library Administration." ALA Bulletin, 61(March 1967) pp.268-271.

Graduates of library schools who find themselves in supervisory positions quickly become aware of their own shortcomings and the need for further education. Proposed are seminars to provide middle management with a better understanding of their duties and responsibilities. Top management in libraries, library school faculty, and professional associations should cooperate in offering these seminars.

Kortendick, James J. and Stone Elizabeth W. Job Dimensions and Educational Needs in Librarianship. Chicago, American Library Association, 1971. 503p.

The project undertaken by the authors is a study of the training of library personnel, especially at the middle and upper levels. The rise to a higher level of required skills and competencies--often new--has brought about an urgent need for improved training beyond the first professional degree at the post-master's level. To establish a sound base for curriculum development, the authors determine what concepts, knowledge, and techniques for middle- and upper-level library personnel would be needed to perform at an optimum level of efficiency.

Kortendick, James J. and Stone, Elizabeth W. "Education Needs of Federal Librarians." Drexel Library Quarterly, 6(July - October 1970) pp.264-278.

A survey of post-M.L.S. needs expressed by federal librarians. Most respondents favored the workshop format and indicated high priority courses in the areas of specialized library functions, automation, and administration.

Labdon, P. "Re-training for Senior Librarians." Library Association Record, 68(February 1966) pp.42-44.

Emphasizes the need for continuing education for senior librarians so that length of stay on a job does not mean professional stagnation. Described is a conference held to discuss the problem of communication in a large organization.

McKeachie, Wilbert N. The Learning Process as Applied to Short-Term Learning Situations. Preconference Workshop, Conference Proceedings, West Lafayette, Indiana, Purdue University, National Extension Association, Conference and Institute Division, April 1965. 187p. ED 019 532

This conference studies questions related to learning problems to be considered in planning conferences and institutes. Three major principles are: (1)learning is always going on, so the problem is to plan what kinds of learning will occur, (2)different kinds of learning do not always go together, so choices must be made weighed against what is foreclosed, and (3)feedback facilitates learning.

McMahon, Ernest E.; Coates, Robert H.; and Knox, Alan B. "Common Concerns: The Position of the Adult Education Association of the U.S.A." Adult Education Journal, 18:3(1968) pp.197-213.

Fifteen interrelated concerns of adult education are identified. They are: (1)agencies of adult education, (2)adult education and the process of continuing change, (3)the American adult as a learner, (4)objectives of adult education programs, (5)learning experiences especially for adults, (6)evaluation to improve program effectiveness, (7)public understanding of adult education, (8)professionalization and staff development, (9)appropriate facilities, (10)relations among adult education agencies, (11)relations with other agencies, (12)financing adult education, (13)a body of professional knowledge, (14)research, (15)international adult education. For each concern a statement of the present situation, a list of goals and a platform statement of the AEA of the U.S.A. is given.

Neufeld, John. [letter] Journal of Education for Librarianship, 6(Fall 1965) pp.144-147.

In proposing any program of continuing education for librarians, the author is concerned that bureaucratic controls will be superimposed on the profession so that the specter of compulsory or quasi-compulsory adult education for the librarian will result. Since the librarian has graduated from a formal library school program he has learned the means to find the information he wants.

"New Directions in Staff Development; Moving from Ideas to Action; the Papers of a One-Day Conference Held in Detroit, Michigan, 28 June 1970, Sponsored by the Staff Development Committee, Personnel Administration Section/LAD, Am. Lib. Assoc." Ed. by E. W. Stone, American Library Association, 1971. 66p.

The papers presented in this one-day conference stress three points: (1)that continuing personnel development is an important commitment librarianship must face; (2)that in librarianship we are a long way from realizing the potential represented by the human resources now employed in libraries; and, (3)that the American Library Association has a role in personnel development and should emphatically foster continuing education of its membership. Topics include, "Planning for a Statewide Continuing Professional Education Program," "Participative Management in Libraries," and "Incentives and Motivation for Staff Development."

Newson, H. E. "Continuing Education for Librarians." In: Education for Librarianship. Papers presented at a workshop, University of Alberta, School of Library Science, University of Alberta, 1970. pp.42-53.

No librarian should feel his education is complete when he has received his basic professional degree. Technological advances and changes in the social structure mean librarians must also change. Professional renewal may be reached by courses in librarianship on an advanced level, courses in subject fields, extensive workshops, conferences, travel and observation, and professional literature.

Ohliger, John. The Mass Media in Adult Education: A Review of Recent Literature. Occasional Paper no. 18, Syracuse University, ERIC Clearinghouse on Adult Education, 1968. 123p.

This occasional paper surveys recent writing on the use of communication and print media in adult education. Included is an annotated bibliography. A section is devoted to continuing professional education.

Reed, Sarah R. "Education Activities of Library Associations." Drexel Library Quarterly, 3(October 1967) pp.375-390.

Library associations have a continuing responsibility to see that quality library education programs are available in the area served and that members are encouraged to avail themselves of such opportunities. This article totals and describes the programs for continuing education sponsored by library associations in each state in a three-year period as well as describing programs of the national library associations.

Reed, Sarah R. and Toye, Willie P., comps. "Continuing Education for Librarians: Conferences, Workshops, and Short Courses, 1965-66." United States Education Office. Library Services Branch, 33p.

Rees, Alan M. and Rothenburg, L. "Analysis of the Demographic, Educational, and Employment Characteristics of Participants in the Continuing Education Program of the Medical Library Association." Medical Library Association Bulletin, 58(April 1970) pp.159-162.

A survey of the participants in the Continuing Education Program of the MLA reveals that most are college graduates with 50% holding library degrees. The population shows a high degree of geographic and job stability. Most participants hold positions which require supervision of several employees.

Schroeder, Wayne L. Concerns about Adult Education, 1968. 14p. ED 023 982

A national survey (1961-62) reveals that only one adult out of five participates annually in educative activities; the graduate's negative attitude toward education needs to be replaced by an appreciation of lifelong learning. Some

weaknesses might be overcome through introduction of adult education programs in universities, as well as off-campus in-service training and degree programs and establishment of community councils for coordinating the various aspects of adult education. At present, the efforts of adult education agencies are fragmented and no one seems willing to assume a leadership role. Public agencies of adult education should have a system for continuous and reliable data collection, and broader and more balanced programs.

Simmons, B. S. "Professional Development." Catholic Library World, 43(October 1971) pp.79-82.

Since the period of formal training for librarians is brief, it is imperative that they be continually developing. Although no agency is assuming responsibility for planning, the individual librarian should be responsible for his own professional growth.

Sloane, Margaret N. Continuing Education for Special Librarianship; Where Do We Go from Here? Special Libraries Association, New York, New York, 1968. 62p. ED 032 086

During the three-hour planning session 125 representatives from twenty Special Libraries Association Chapters discussed (1) the need for continuing education for special librarians, (2) the structure of continuing education, and (3) the content of continuing education.

Sloane, M. N. "Special Library Association Chapters and Continuing Education." Special Libraries, 58(January 1967) pp.24-26.

The primary responsibility for continuing education should be with the Chapters. This can be accomplished through workshops and seminars co-sponsored, if desirable, with the local library schools in the area. The Chapters are more flexible and are not constrained by funding and allocations as are government agencies, academic institutions, SLA Headquarters, and others. The practical workshop concerned with current problems is extremely beneficial.

Smith, Robert M.; Aker, George F.; and Kidd, J. R., editors. Handbook of Adult Education. New York, Macmillan Co., 1970. 594p.

This Handbook is directed to several audiences--to any interested person seeking information about adult education; to the part-time worker; to the professional worker, the

scholar, and the graduate student in training. The paucity of data concerning the field of adult education as a whole and its various components means there are few reliable statistics. A section is devoted to professional associations and their impact on adult education, higher adult education and professional continuing education.

Stone, Elizabeth W. Annual Meeting of the Association of American Library Schools for the Continuing Library Education Network. Association of American Library Schools, Committee on Continuing Library Education, January 28, 1973.

A mini (four-hour) workshop was held in order to learn what is being done in other professions and disciplines regarding continuing professional education with the hope that some concepts and ideas might be applicable to the library profession.

_____. "Continuing Education: Avenue to Adventure." School Libraries, 18(Summer 1969) pp.37-46.

Formally or informally, a school librarian must expect to continue his education for the duration of his professional life. The "adventurous" librarian: realizes his formal education is merely a stepping-stone, is a self-starter, has a disposition to innovation and experimentation, is willing to have his performance measured and evaluated. All these factors are dependent on continuing professional education.

_____. Factors Related to the Professional Development of Librarians. Metuchen, New Jersey, The Scarecrow Press, 1969. 281p.

This study was undertaken to determine some of the factors that motivate librarians to continue their professional development after receiving the master's degree in library science. Conversely, it also sought to identify some of the factors which might deter professional development activities. The findings showed a significant disparity between what the librarians were doing and what they thought they should be doing for maximum professional development. The entire sample seemed to regard activities that were somewhat informal and which provided social contacts with other professionals as more important.

_____. "Librarians and Continuing Education." Journal of Education for Librarianship, 11(Summer 1970) pp.64-71.

A questionnaire was distributed to a random group of librarians assessing their motivation to participate in continuing education programs. Both encouraging and deterring factors are listed. Inability to meet the criteria of accessibility, convenience in timing, and support from supervisors will tend to keep the librarian from participating in the continuing education opportunity. Positive factors are: content of the program as related to the work process or to the jobs the librarian is doing; the opportunities for professional development need to be set forth and described so that librarians can ascertain if the activities are geared to meet their individual needs; and, long-range goals must be stated more clearly and should be implemented through joint planning by groups sharing responsibility in the area of continuing education.

_____. "Quest for Expertise: a Librarian's Responsibility." College and Research Libraries, 32(November 1971) pp.432-441.

This article focuses attention on librarians to see what gaps exist between perceived importance and actual involvement in the area of the academic librarian's professional development and to develop action planning on the basis of the data. Two signs of a professional are the individual's continually seeking opportunities for development and further learning, and his realization that the main instrument or "tool" for him as a professional is himself and how creatively he can use his talents and training.

_____. "Role of AALS in Lifetime Learning for Librarians." Journal of Education for Librarianship, 12(Spring 1972) pp.254-266.

The Study Committee on Continuing Education of the American Association of Library Schools saw its primary mission as delineating the role of AALS in continuing library education. The committee felt the need for concerted effort and coordination of all relevant groups, and attached to its report an appendix dealing with goals, criteria, and components relative to national planning for continuing library education. Library schools should begin work with professions outside of librarianship and AALS should develop means for practicing librarians to take any needed course in any geographic area at any time.

Verner, Coolie, and others. The Preparation of Adult Educators: A Selected Review of the Literature Produced in North America. Adult Education Association of U.S.A., Washington, D.C., Syracuse University, New York, ERIC Clearinghouse on Adult Education, 1970. 89p. ED 041 180

This literature review on the preparation of professional adult educators attempts to cover the leading areas of discussion and research as well as some of the more interesting conclusions reported. Six major preoccupations of research are outlined, followed by two chapters on adult education as a discipline and a profession, patterns of adult educational leadership, levels and categories of adult educators, and their learning needs. The document includes a 118 item bibliography.

Wallace, Everett M. and Katter, Robert V. Research and Development of On-the-Job Training Courses for Library Personnel. Final Report. System Development Corp., Santa Monica, California, 1969. 84p. ED 032 085

This report describes the results of a project to conduct research and to develop instructional materials for use in on-the-job training of professional and non-professional library personnel in scientific and technical libraries. This report reviews previous research, design, and development activities. One instructional package that was developed was directed to professional librarians and provided an introduction to system analysis.

Whipple, James B. Community Service and Continuing Education: A Literature Review. Occasional Papers, no. 21. Syracuse University, ERIC Clearinghouse on Adult Education, 1970. 76p.

This volume analyzes literature in the ERIC Clearinghouse/AE dealing with Title I of the Higher Education Act of 1966; it includes ninety-two abstracts.

Youngs, W. O. "Continuing Education for Librarianship." PNLA Quarterly, 29(January 1965) pp.122-126.

Since library school education prepares the young professional primarily for work on the beginning level, further training is needed to improve his abilities as subject specialist, cataloger, documents librarian, or whatever. Emphasized is on-the-job training and several examples are cited.

Zachert, M. J. K. and Stursa, M. L. "Continuing Education for Librarianship: Evaluation of SLA's 1969 Seminars." Special Libraries, 60(November 1969) pp.616-617.

The Special Library Association sponsored in 1969 seminars on personnel administration, planning the library facility, problem publications, and basic principles of management for its members. Questionnaires to the participants revealed that most preferred a depth study of narrow topics rather than a superficial coverage of broad topics. A majority indicated they would be willing to pay the cost of attending similar seminars in the future.

SECTION IV

The following entries could not be located at the University of Illinois because the periodical is in binding or the item had been checked out.

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